

CHAPTER II

REVIEW OF LITERATURE

The researcher writes this chapter to explain about the literature used in this study. There are two discussions in this chapter. Firstly, the researcher will talk about the definition of perception. Secondly, the researcher will talk about the use of smartphone as a learning media.

2.1. Perception

The discussion begins with the explanation about perception. The researcher tries to explain the related literature about perception includes definition, perception process, and the factor influences perception.

2.1.1. Definition of Perception

The definition of perception is proposed by Demuth (2013). In his book, he stated that perception comes from the awareness of new reality in human's life. It is how the information is elicited. It is how human meets the world. Human sees the world as a set of various perceptions, feelings, and ideas. Then, perceptions are the subject of human's cognition. As a result, perceptions drive human's assumption, the reason causes it, rational ideas and construct. In short, perception is the way how human sees the world.

Furthermore, Eysenck and Keane (2010) stated that perception influences human's action without any needs for complex cognitive process to occur, due to the heavily influenced environment. Moreover, they argued that there is a close relationship between perception and action. In addition, perception influences action with a minimal involvement of consciousness.

In line with these two theorists, Lewis (2002) defined perception as an understanding of the world constructed from information obtained by means of the senses. This is the reason why human thought or behaved in a specific way. Furthermore, individuals or groups may experience the similar stimuli from the outside world. Then, the stimuli are translated into meaning, and from it the individuals and groups may have translated differently on the received stimuli. Therefore, perception among individuals and group may differ.

From the three theories above, the researcher could see the similarities among them. Perception is the way of seeing the world as a result of cognition. Then, perception could determine human's action. Furthermore, perception among individuals is different even though the stimuli is the same. To conclude, the definition of perception is the way how human react on stimuli as a result of human's cognition.

2.1.2. Perception Process

Based on Weintraub, Thomas-Maddox, and Byrnes (2015), there are three phases of perception process. The figure of the phases can be seen below.

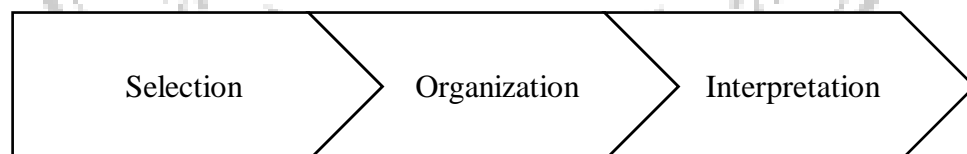


Figure 1. The Perception Process

As seen above, the first process begins with selection. In the selection phase, human receive any stimuli given by the environment. As human, it is impossible to give any given stimuli a similar attention. Therefore, human may receive same

stimuli but react to it differently. Furthermore, there are several factors that influences the selection process. The result of this selection process will affect human how to move into the next phase.

The second phase is organization. Once human select or focus their attention on something, human will organize in a way that make sense to human's mind. Human sometimes relate the stimuli wo something that are already experienced. In organization phase, human uses categorization process. Human may categorize stimuli based on roles or assumptions. For example, human categorize other human based on the appearance, job, ethnicity. However, this phase is dangerous. Human either cannot overgeneralize on the stimuli and cannot be accurate on their overall perception.

The last phase of the process is interpretation. This is where human attach meaning to what human have selected and organized. In other words, it is the judgmental phase. Human may interpret what other human say based in the relationship. For example, saying "You are crazy" may be interpreted differently on friends and stranger. Thus, the relations and personal experience may result this phase differently.

In conclusion, there are three phases of perception starting with selecting, then organizing, and ends with interpreting. Human selects the stimuli and organize the stimuli based on several classification. Then, human interpret the stimuli bases on the previous phases and influenced by relations and personal experience.

2.1.3. Factors Influencing Perception

Weintraub, et. al. (2015) identified seven factors that influence human perception.

1. Age, human's age may influence how human perceive something. Things that do not seem important at a particular age may have become very important at another particular age. For example, a child may uneasy to talk about romantic relationship to their parents. However, an adult may seek an advice to their parent about romantic relationship.
2. Gender, the human's gender influences a human sees thing differently. For example, in a workplace, male will concern about how to get the job done without much concern for the interpersonal relations. On the other hand, female will be much care about nurturing and enhancing interpersonal relation. However, this is not always the case.
3. Physical Characteristic, another characteristic to perceive different perception is physical characteristic. For example, a strongman will be easy to lift a heavy barbell. On the other hand, the same heavy barbell will be very difficult to lift by a new gym member.
4. Culture, every area has its unique culture. Thus, if human travels to another area will experience a different culture. For example, there is a unwritten rule that when someone talk, the listener should look in the eye as a token of respect. However, this rule may different in another culture, looking someone talk in the eye is a sign of disrespectful.

5. Personal Experience, this is the factor that influences interpretation, as talked before. For example, a student may have been taught by a loosen teacher. At the next semester, he is taught by a more disciplined teacher. The students apply the same approach how he interacts with both. The loosen teacher may accept the approach but the disciplined teacher will not.
6. Moods, human's mood clearly influences perception. For example, a student just achieves a good grade. From it, it will make a student in a good mood. Therefore, a little bothering thing that bothers the students in the other day will not bother him today.
7. Stereotype, the stereotype happens when human overgeneralize the category in categorization phase. One human may have different categorization than its group. Therefore, human should not overgeneralize another human based on its categorization.

In short, these seven factors work either individually or collaboratively will differ perception among human. There are factors that human could not avoid differing the perception, such as age, gender, and culture. However, there is also a factor that human should avoid, which is stereotypes.

2.2. Smartphone as Media

Smartphone as media could be defined as mobile learning. There is a term to call smartphone as media in the classroom. The term is Mobile Assisted Language Learning or MALL. In this part of chapter, the researcher will try to

explain about the definition, the characteristic, the reason of using, the advantage and disadvantage, and challenges in MALL.

2.2.1. Definition of MALL

Hashemi, et. al. (2011) defined MALL as the exploitation of handheld technologies along with wireless and mobile phone networks to facilitate, support, enhance, and extend the reach of teaching and learning. This handheld technology includes mobile phones, smartphone, PDA, and Tablet or iPad. Handheld technology allows the user to access, download, upload the internet via wireless network.

MALL is different from e-learning. Kljunic and Vukovac (2015) stated that MALL allows the students to learn anywhere and anytime. Then, the communication between the teacher and the students happens instantaneously and synchronously. Meanwhile, e-learning still needs classroom, computer, and internet access. Furthermore, e-learning offers asynchronous, time-delayed, and passive communication. Finally, e-learning needs a dedicated time and place to do it.

In short, MALL is a media to help teaching and learning process usually includes smartphone. MALL needs a wireless network to access, upload, download internet. Then, MALL could be accessed anytime and anywhere without using classroom and dedicated time.

2.2.2. Characteristic of MALL

There are several characteristics of MALL. The characteristics are taken from Kljunic and Vukovac (2015). The listed the characteristics of MALL is listed below:

1. Place, MALL is not tied in a particular place.
2. Ubiquity, MALL is spontaneous and can be accessed anytime, anywhere. This is the most recognizable feature in MALL.
3. Portable size, smartphone is small and portable. The students even could use smartphone with one hand and fit into a pocket.
4. Privacy, only one student use one smartphone.
5. Instant information accessibility, the information from the teacher could be accessed by the students spontaneously.

MALL provides quick, spontaneous, and instant engagement between the teacher and the students. Therefore, it is different than any other media used by the teacher in the classroom.

2.2.3. The reason of using MALL

Hashemi, et. al. (2011) identified several reasons of using MALL. First, all the students can interact with each other and cannot hide behind the active one. Second, it is easy to accommodate all the students with smartphone rather than laptop or desktop PC and smartphone is relatively cheaper than laptop or desktop PC. Third, smartphone or tablet may lighter and less bulky than books. Next, smartphone offers reliability for project-based learning. Finally, using smartphone in classroom can improve the students' motivation.

Therefore, the teacher should start using smartphone in the classroom as a media. MALL is more reliable in delivering project-based learning and can improve the students' motivation.

2.2.4. Advantage and Disadvantage of MALL

According to Pahmi (2016) using MALL in language class could enable the students to learn English in a variety of ways. For example, the students can access online dictionary, developing their pronunciation by watching native video, improve their listening skill by listening to podcast. Moreover, the communication between the teacher and the students or among the students will be more effective and efficient. This communication can be conducted through a chat application, WhatsApp. Then, MALL enables the students to experience individual and collaborative learning. The students could learn autonomously and discuss their learning with their group. Finally, the students can experience an informal learning setting through MALL.

In addition, MALL can provide pedagogical change. voice instructions, picture, video, and animations are available in smartphone. Furthermore, the communication between the teacher and the students is actively engaged because audio and video are available. The students could make a presentation video at a different place from the teacher. MALL offers a new level of teaching and learning process. Based on its characteristic, the last one in particular, the process of teaching and learning will be digital. The students may not be at the same place and time with the teacher. The teacher will use the students' field of expertise, the digital world.

On the other hand, MALL also has its disadvantage. Based on Kljunic and Vukovac (2015) theory, MALL possesses a negative aspect. For example, the students may have a diverse smartphone model. The different model may have its uniqueness and specifications. Thus, the students may have different experience in the teaching and learning process. Then, the availability of mobile networks may become the obstacle.

Despite its disadvantage, MALL could be a potential media in teaching and learning process. The advantage of using MALL in classroom is better than its disadvantage. Based on its advantage, the students will experience a new level of teaching and learning process.

2.2.5. Challenges in MALL

Pahmi (2016) argued that MALL is a new field of teaching media. Thus, MALL possesses several challenges. The main challenges are the perception of the academic community that smartphone should be use as a tool of communication not for a learning media. Furthermore, the teacher's attitude that smartphone may distract the students from the teaching and learning process. This is the case why smartphone is prohibited in the teaching and learning process.

Smartphone may distract the students from the actual teaching and learning process. However, the teacher should give a chance to use smartphone as media in the teaching and learning process. As the researcher stated before, MALL can open new area of teaching media in education. The students can experience new process of teaching and learning. Therefore, the teacher should tackle the challenges and turn it into strength.